



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11661415
SAU: Vassalboro School Department
School: Vassalboro Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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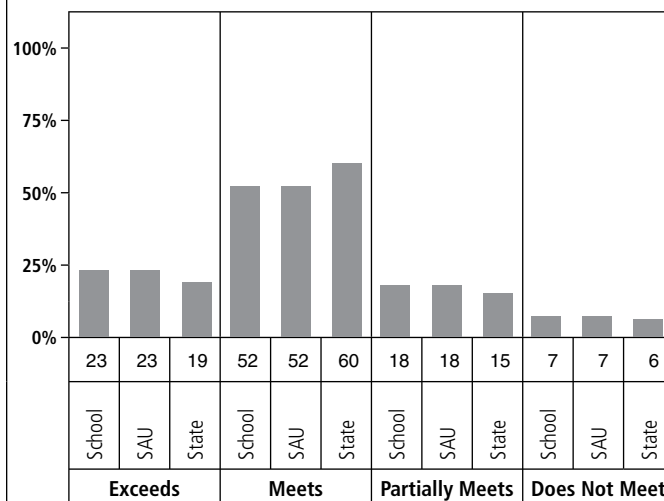
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Vassalboro School Department
School: Vassalboro Community School

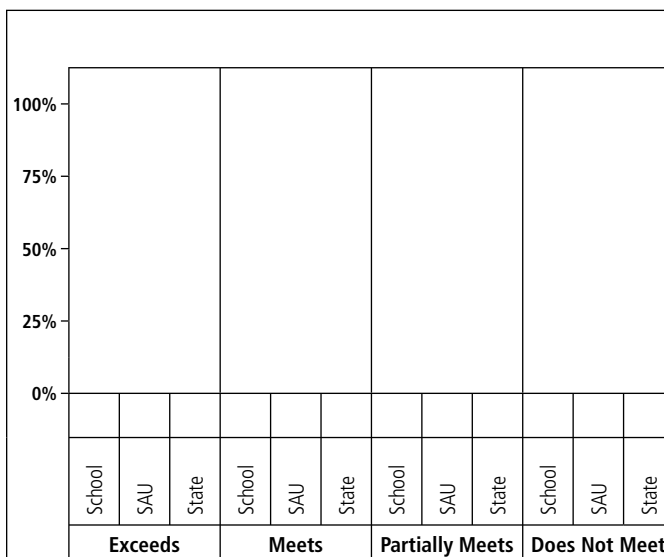
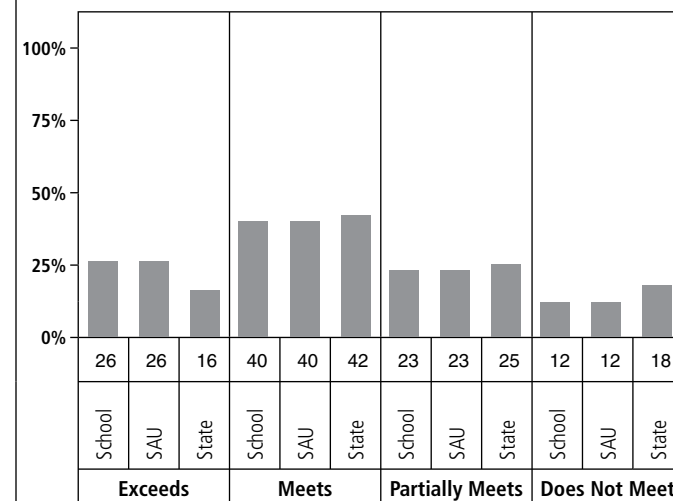
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	747 753 751 750	747 753 751 750	748 750 751 750
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	746 752 750 749	746 752 750 749	742 743 745 743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Vassalboro School Department
School: Vassalboro Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	46	100	14446	100	46	100	45	98	14316	99	46	100	45	98	14322	99						
Ethnicity African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	46	100	46	100	13483	93	46	100	45	98	13380	99	46	100	45	98	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	24	11	24	2428	17	11	100	10	91	2391	99	11	100	10	91	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	15	33	15	33	5498	38	15	100	15	100	5431	99	15	100	15	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	78	36	78	11742	81	36	78	36	78	11754	81						
Identified disability (PET/IEP)	1	3	1	3	367	3	1	3	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	8	17	8	17	2367	16	7	15	7	15	2366	16						
Identified disability (PET/IEP)	8	100	8	100	1819	77	7	100	7	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	2	4	1	2	205	1	3	7	2	4	202	1						
Identified disability (PET/IEP)	2	100	1	100	205	100	3	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	1	2	97	1	0	0	1	2	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	8	14	8	14	2630	18
	2007-2008	11	16	11	16	2604	18
	2008-2009	10	23	10	23	2618	19
	Cum. Total*	29	17	29	17	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	30	51	30	51	7605	51
	2007-2008	48	71	48	70	8049	55
	2008-2009	23	52	23	52	8484	60
	Cum. Total*	101	59	101	59	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	15	25	15	25	3000	20
	2007-2008	7	10	7	10	2672	18
	2008-2009	8	18	8	18	2108	15
	Cum. Total*	30	18	30	17	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	6	10	6	10	1620	11
	2007-2008	2	3	3	4	1190	8
	2008-2009	3	7	3	7	899	6
	Cum. Total*	11	6	12	7	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.3	61.3	34.3	61.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.8	59.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.5	62.5	22.5	62.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	44	10	23	23	52	8	18	3	7	751	44	23	52	18	7	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	44	10	23	23	52	8	18	3	7	751	44	23	52	18	7	751	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	735	9	0	33	44	22	735	2186	2	36	35	27	737
No	35	10	29	20	57	4	11	1	3	755	35	29	57	11	3	755	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	44	10	23	23	52	8	18	3	7	751	44	23	52	18	7	751	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	14	0	0	9	64	3	21	2	14	743	14	0	64	21	14	743	5300	8	58	22	11	746
No	30	10	33	14	47	5	17	1	3	755	30	33	47	17	3	755	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	44	10	23	23	52	8	18	3	7	751	44	23	52	18	7	751	14101	19	60	15	6	751
Gender																						
Female	21	8	38	9	43	3	14	1	5	757	21	38	43	14	5	757	6993	24	61	11	4	754
Male	23	2	9	14	61	5	22	2	9	746	23	9	61	22	9	746	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	44	10	23	23	52	8	18	3	7	751	44	23	52	18	7	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	775	5	100	0	0	0	775	676	66	33	1	0	766
No	39	5	13	23	59	8	21	3	8	748	39	13	59	21	8	748	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Vassalboro School Department

School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	752	2	0	100	0	0	752	7	8	48	25	19	743
B. less than one hour	52	4	17	14	61	2	9	3	13	751	52	17	61	9	13	751	52	17	62	15	6	751
C. one to two hours	41	6	33	8	44	4	22	0	0	754	41	33	44	22	0	754	37	23	61	12	4	753
D. more than two hours	5	0	0	0	0	2	100	0	0	738	5	0	0	100	0	738	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	4	33	6	50	1	8	1	8	758	27	33	50	8	8	758	30	33	56	7	4	756
B. good	50	6	27	10	45	5	23	1	5	751	50	27	45	23	5	751	49	16	64	14	5	751
C. fair	20	0	0	7	78	2	22	0	0	748	20	0	78	22	0	748	19	5	59	26	10	745
D. poor	2	0	0	0	0	0	0	1	100	714	2	0	0	0	100	714	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	36	5	31	9	56	1	6	1	6	755	36	31	56	6	6	755	33	24	62	10	3	754
B. They match some of what I have learned.	61	5	19	14	52	7	26	1	4	751	61	19	52	26	4	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	0										0						11	11	54	23	13	746
D. There is no match.	2	0	0	0	0	0	0	1	100	714	2	0	0	0	100	714	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	25	4	36	5	45	0	0	2	18	755	25	36	45	0	18	755	17	16	55	18	12	748
B. about the same as my regular schoolwork	61	6	22	14	52	6	22	1	4	751	61	22	52	22	4	751	65	19	62	14	5	752
C. easier than my regular schoolwork	14	0	0	4	67	2	33	0	0	747	14	0	67	33	0	747	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	1	20	2	40	2	40	732	12	0	20	40	40	732	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	56	8	33	11	46	4	17	1	4	756	56	33	46	17	4	756	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	33	2	14	10	71	2	14	0	0	751	33	14	71	14	0	751	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	59	6	23	15	58	4	15	1	4	753	59	23	58	15	4	753	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	39	4	24	8	47	3	18	2	12	749	39	24	47	18	12	749	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	738	2	0	0	100	0	738	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	18	4	50	3	38	1	13	0	0	759	18	50	38	13	0	759	21	27	57	11	5	755
B. 20 minutes to an hour	34	4	27	9	60	2	13	0	0	755	34	27	60	13	0	755	45	22	62	12	4	753
C. less than 20 minutes	11	1	20	2	40	2	40	0	0	752	11	20	40	40	0	752	13	13	61	17	8	749
D. I rarely read at home.	36	1	6	9	56	3	19	3	19	744	36	6	56	19	19	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	722	100	0	0	0	100	722						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Vassalboro School Department
School: Vassalboro Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	12	20	12	20	2142	14
	2007-2008	18	26	18	26	2028	14
	2008-2009	11	26	11	26	2220	16
	Cum. Total*	41	24	41	24	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	21	36	21	36	5642	38
	2007-2008	34	49	34	49	5703	39
	2008-2009	17	40	17	40	5879	42
	Cum. Total*	72	42	72	42	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	15	25	15	25	4077	27
	2007-2008	10	14	10	14	3733	26
	2008-2009	10	23	10	23	3537	25
	Cum. Total*	35	20	35	20	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	11	19	11	19	3001	20
	2007-2008	7	10	7	10	3054	21
	2008-2009	5	12	5	12	2484	18
	Cum. Total*	23	13	23	13	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	33.2	59.3	33.2	59.3	29.9	53.4
A. Number	14	25	8.4	60.0	8.4	60.0	7.7	55.0
B. Data	16	29	8.4	52.5	8.4	52.5	8.1	50.6
C. Geometry	12	21	7.7	64.2	7.7	64.2	6.9	57.5
D. Algebra	14	25	8.6	61.4	8.6	61.4	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Vassalboro School Department
 School: Vassalboro Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	43	11	26	17	40	10	23	5	12	750	43	26	40	23	12	750	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	43	11	26	17	40	10	23	5	12	750	43	26	40	23	12	750	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	2	25	5	63	723	8	0	13	25	63	723	2189	2	17	27	53	728
No	35	11	31	16	46	8	23	0	0	756	35	31	46	23	0	756	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	43	11	26	17	40	10	23	5	12	750	43	26	40	23	12	750	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	13	1	8	4	31	5	38	3	23	739	13	8	31	38	23	739	5308	7	35	30	28	738
No	30	10	33	13	43	5	17	2	7	755	30	33	43	17	7	755	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	43	11	26	17	40	10	23	5	12	750	43	26	40	23	12	750	14112	16	42	25	18	745
Gender																						
Female	21	10	48	6	29	2	10	3	14	755	21	48	29	10	14	755	6992	16	43	25	16	745
Male	22	1	5	11	50	8	36	2	9	745	22	5	50	36	9	745	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	43	11	26	17	40	10	23	5	12	750	43	26	40	23	12	750	13096	16	43	24	17	745
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	775	5	80	20	0	0	775	676	68	29	2	0	767
No	38	7	18	16	42	10	26	5	13	746	38	18	42	26	13	746	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Vassalboro School Department
School: Vassalboro Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	720	2	0	0	0	100	720	7	6	30	28	36	735
B. less than one hour	51	6	27	7	32	8	36	1	5	749	51	27	32	36	5	749	52	16	42	25	17	745
C. one to two hours	42	5	28	9	50	2	11	2	11	753	42	28	50	11	11	753	37	18	44	24	14	747
D. more than two hours	5	0	0	1	50	0	0	1	50	736	5	0	50	0	50	736	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	7	70	2	20	1	10	0	0	767	23	70	20	10	0	767	26	35	43	12	9	754
B. good	44	4	21	8	42	4	21	3	16	749	44	21	42	21	16	749	46	13	48	25	15	745
C. fair	28	0	0	7	58	4	33	1	8	740	28	0	58	33	8	740	23	3	32	37	27	737
D. poor	5	0	0	0	0	1	50	1	50	732	5	0	0	50	50	732	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	5	45	2	18	1	9	3	27	752	26	45	18	9	27	752	26	23	43	20	13	749
B. They match some of what I have learned.	58	6	24	11	44	7	28	1	4	752	58	24	44	28	4	752	53	15	45	26	15	746
C. They match just a little of what I have learned.	14	0	0	4	67	2	33	0	0	745	14	0	67	33	0	745	17	9	35	32	24	740
D. There is no match.	2	0	0	0	0	0	0	1	100	700	2	0	0	0	100	700	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	35	3	20	6	40	3	20	3	20	745	35	20	40	20	20	745	37	8	40	29	23	740
B. about the same as my regular schoolwork	56	7	29	9	38	6	25	2	8	752	56	29	38	25	8	752	51	16	44	25	15	746
C. easier than my regular schoolwork	9	1	25	2	50	1	25	0	0	755	9	25	50	25	0	755	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	7	29	7	29	6	25	4	17	749	56	29	29	25	17	749	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	44	4	21	10	53	4	21	1	5	750	44	21	53	21	5	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	0	0	0	0	2	100	713	5	0	0	0	100	713	8	8	30	29	33	737
B. 30–45 minutes	19	3	38	2	25	3	38	0	0	757	19	38	25	38	0	757	38	13	40	27	20	743
C. 45–60 minutes	65	8	29	13	46	6	21	1	4	753	65	29	46	21	4	753	42	20	45	23	12	748
D. more than 60 minutes	12	0	0	2	40	1	20	2	40	736	12	0	40	20	40	736	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	12	1	20	1	20	3	60	0	0	743	12	20	20	60	0	743	15	19	38	25	19	745
B. two or three days a week	60	7	27	10	38	6	23	3	12	751	60	27	38	23	12	751	31	18	42	24	16	746
C. two or three times a month	19	3	38	4	50	1	13	0	0	760	19	38	50	13	0	760	26	17	43	24	17	746
D. never or almost never	9	0	0	2	50	0	0	2	50	728	9	0	50	0	50	728	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	702	2	0	0	0	100	702	10	12	39	24	24	741
B. two or three days a week	0										0						22	13	43	26	18	744
C. two or three times each month	12	0	0	3	60	1	20	1	20	743	12	0	60	20	20	743	33	18	44	25	13	747
D. never or almost never	86	11	30	14	38	9	24	3	8	752	86	30	38	24	8	752	35	16	40	25	19	744
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	702	100	0	0	0	100	702						
B.	0										0											
C.	0										0											
D.	0										0											

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